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# OT 620 Pentateuch

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ASBURY THEOLOGICAL SEMINARY  
Department of Inductive Biblical Studies

OT(IS)620 3 hours  
PENTATEUCH (Inductive Biblical Studies)  
Prerequisite: NT(IBM) 525 or 530

David L. Thompson<sup>†</sup>

FALL 1999

**I. GENERAL COURSE DESCRIPTION**

This course is a study of Genesis through Deuteronomy. It builds on the methodology of the first Inductive Biblical Studies course by further use of what has been previously learned and by emphasizing the study of books as wholes. Accordingly, there is special focus on the initial survey of books as wholes, the interpretation of parts of books in the context of the books as a whole and the synthesis of books. In addition, attention is given to thinking, valuing and living biblically by learning how to apply Scripture to life and ministry.

**II. COURSE OBJECTIVES**

- A. Methodology.** By the end of the course the student should be able evidentially and contextually to:
1. Interpret books-as-wholes and any of their parts in light of the whole;
  2. Evaluate and apply passages thus interpreted;
  3. Correlate the theology of the passages studied to the teaching of other biblical materials, thus moving toward a biblical theology.
- B. Content.** The student shall be able to:
1. Think through the contents of each book of the Pentateuch studied in the course without recourse to the printed text, identifying major passages and delineating major themes;
  2. Demonstrate the importance of a sound methodology for interpretation, including specific examples from the Pentateuch;
  3. Use a general knowledge of the historical and religious background of the Pentateuch in the interpretation of these books.
- C. Attitude.** The student should desire and intend to:
1. Apply the inductive method to other biblical books;
  2. Make the Pentateuch the object of life-long study;
  3. Use the Pentateuch as a resource for preaching, teaching and living.

**III. CLASS RESOURCES**

- A. Required Texts**

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<sup>†</sup> Significant features of the lessons in this syllabus reflect work, teaching and syllabi of Dr. Robert A. Traina, F. M. and Ada Thompson Professor of Biblical Studies Emeritus, distinguished teacher of English Bible at Asbury Theological Seminary, 1966-1988. They are used here with the permission of Dr. Traina and with my deep appreciation.

1. Revised Standard Version of the Bible or some other contemporary, standard (non-paraphrasing) version with minimal editorial clutter in the layout. NASB, NRSV, and NIV are fine.
2. Bible Study That Works. Revised edition. Evangel Press, 1994. David L. Thompson
3. Biblical Resources for Ministry, edited by David R. Bauer. Second edition. Evangel Press, 1995.

B. Resources in Media Center

In my "Lectures Folder" on the T-Drive you will find a "Pentateuch" folder. In this folder you can find

- Hermeneutics Modules. These are written "lectures" on all the basic aspects of method and hermeneutics we will cover in class. They are all there as of the opening of class.
- Powerpoint Slides. Copies of all the Power point overheads/slides we use in class are also here. If you print them out BE SURE TO MARK "PURE BLACK & WHITE" IN THE PRINT DIALOGUE BOX in order to avoid pools of ink on your paper or the media center floor (It is not a pretty sight.).
- Pentateuch Studies. Some selected studies I have done on Pentateuchal texts will be found there. Some units not assigned for class work will be there during the whole class. Other units assigned for student work will not be in the folder until well after the class has done its own work on the text.

#### IV. COURSE PROCEDURES

A. **Inductive Studies of the Pentateuch.**

The most important part of the course will be the student's own, independent, direct studies of the Pentateuch, due at class time and on the dates assigned.

A word about "**independent.**" It is understood that these lessons are primarily to be notes of the student's own direct study of the Bible, with reference to secondary sources only as is appropriate--to minimally interpretive works during the course of study and to more interpretive works only after considerable interpretive study of one's own. Then the student will be expected to give evidence of critical interaction with interpretive sources used. Appropriate use of secondary sources is encouraged, indeed required. But when secondary sources are used, clear documentation will appear. This is sufficiently important from methodological and instructional, not to mention moral perspectives that unacknowledged appropriation of significant information and ideas from interpretive or introductory resources will be considered plagiarism.

**Plagiarism** will certainly lead to a grade of zero for the lesson involved and may constitute grounds for failure in the course.

Independent here excludes reference to any previous student's work in the course and to lecture notes from any previous semester of OT(EB/IBS)620. It is assumed that these notes and all work submitted for this course is the student's own work, done specifically for OT(IBS)620, and not previously submitted as part of any other course's requirements. Exceptions to these procedures, when group study is suggested, will be clearly announced.

**B. Format & Submission of Papers.**

- To facilitate handling by my office and also by SPO personnel:
1. Lessons will be submitted in a **9 x 12" manilla envelope**. The following information will appear in the front, upper right corner (landscape orientation):
    - SPO number (main info needed by SPO)
    - Student's name (please print, large "font")
    - Lessons contained

*The placement and order of this information are important for SPO handling. Do not center your name and SPO down in the middle of the envelop.*
  2. **Each lesson** in the envelop should also contain on the front page, upper right corner:
    - Student's SPO and name
    - Lesson numeral and page number (IV-1, IV-2)
    - Date due/Date completed--in that order--(e.g., September 20 / September 18)

On succeeding pages you need only put your last name and the lesson-page enumeration. Staple or paper-clip every multi-sheet work submitted.

3. Please write/print on one side only of paper.

**C. Evaluation and Feedback**

1. Lessons. All lessons are due to be submitted, complete at class time as assigned. Selected lessons will be graded for written feedback.
2. Classroom instruction and interaction.
3. Peer consultation. Group work will be encouraged on several lessons to make insights and instruction from colleagues available.

**D. Grade Components.** (See Seminarian: The Catalogue Edition for grade values.)  
Lessons

I - III	15%	September 27
IV - VII	25%	October 24
VIII - XI	30%	November 29
XII - XIII	30%	December 13

Except in cases of emergency or by previous arrangement with the instructor, work submitted late may be accepted for credit but will not be graded.

**E. Extra-credit Research and Bibliographic Review.**

Students wishing to earn extra credit should request an extra credit assignment sheet from the instructor. It outlines an approximately 15 hour investment whereby a semester grade can be raised one level (e.g., A- to A). This work is due by 5:00 p.m., Friday, December 17.

**F. Course Requirements (See also Appendix I)**

1. Completion and submission of assignments and lessons in writing as assigned. At least 70% of the lessons must be completed to earn credit in the course.
2. Punctual attendance at all classes for the entire class. Three class hours of absence are allowed without penalty. Every absence beyond that will cancel credit for one lesson, unless provisions are made for make up work. Responsibility for such making such "make up" rests with the student.
3. Responsible handling of difficulty with class content or requirements, of late work, of absences or other matters related to participation in the class.

**V. INDUCTIVE STUDIES IN THE PENTATEUCH**

*Suggestions:*

1. *Read through an entire assignment before beginning it.*
2. *Recall that items numbered separately are often interrelated and best considered together and done in light of each other.*

**GROUP ONE: LESSONS I - III (15%)  
DUE: SEPTEMBER 27**

**LESSON I. SYLLABUS & FOUNDATIONS** **SEPTEMBER 13**

1. Read through the syllabus, establishing the base of our mutual accountability for acquaintance with its contents.
2. Read Bible Study That Works, revised edition, and write 500 word, typed, critical interaction with the work.\*

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\*If you have already read BSTW, 1) read 90 pages of most interest to you in Robert Traina, Methodical Bible Study, and write the response; or 2) select another text from Bibliography A to read and review .

3. Reflect on your prior exegetical and Inductive Biblical Studies educational experience and the readings just completed in nos. 1 & 2. **List** the most important questions you have about methodical Bible study and about your own study of Scripture in light of this experience, especially your most recent Inductive Biblical Studies instruction, and come prepared to submit your list for review.

## LESSON II. GENESIS 2:4 - 4:26

SEPTEMBER 20

If possible, work on this lesson in a group of 3 or 4 colleagues. Approach the work as *independent colleagues consulting*, not as persons working on a group project.

1. Survey 2:4 - 4:26
  - a. Locate and title the **main units and sub-units** within this section.
  - b. Identify a **few, major structural relationships** operative in the unit as a whole. Briefly describe the specific materials involved in each structure. Always give references. Cf. BSTW, 32-43; MBS. 36-67.
  - c. Identify the set of structural observations you regard as most important to an understanding of this unit. Focusing on these observations, pose a coherent set of **interpretive questions** regarding the observations and the structure itself (See Appendix I #10-12 and Appendix III; BSTW, 44-49)
  - d. Based on your structural observations, identify the **strategic areas** which provide insight into the unit as a whole. Give reasons for each selection in terms of its relationship to your structural observations. It may be helpful also to state these with each major law (App. I#13).
  - d. Identify **literary forms or genres** in the section as you are able.
  - e. Describe the **atmosphere** of the unit.
  - f. Note data relevant to compositional history, probable first readers, etc.
2. Interpretive Analysis.
  - a. Preparation: bring forward the questions you posed above. Focus first on the "what is involved in" questions and on definitional questions.
  - b. By analysis of the unit and careful, inferential reflection on your analyses, answer these questions as thoroughly as your time will allow, relying thus upon the objective determinant of context (BSTW, 49-64). Answering the definitive question, "What is involved in...?" is often an excellent way to focus the initial stages of analysis.
    - 1) Record observations and inferences, separating them clearly using either the two-column format, indentation of inferences, or some other indicator.

- 2) Number observations and give Bible references. Go beyond repetition of the text. Probe, analyze, describe, label; say something about what is in the text.
  - 3) Avoid non-significant rehearsal of grammar and go beyond even significant grammatical analysis to other matters.
  - c. Possible focus. You may find it helpful to begin your analysis process by focus on the strategic passage related to the structural insights you are going to pursue, moving from this passage then to selected features of the unit as a whole which are involved.
  - d. If it is necessary to move beyond immediate-context definition of key terms, consult published word studies (See VI.D) or do your own strictly limited inquiry of a word's use (See Appendix II ).
  - e. Save time for reflection on rational and and implicational questions related to the matters you have studied.
  - f. After you have done your own analysis, consult a respected interpreter of your passage. Interact critically with this resource, integrating the results into the answers to your interpretive questions.
  - g. Summarize your findings.
  - h. Remember: in the preceding work, you are aiming at a significant, integrated interpretation of a significant feature of the unit as a whole, not a collection of disconnected answers to miscellaneous questions.
3. Synthesis (Select one of these synthetic exercises.).
- a. Content Interpreted. Summarize the essential content of the unit, recasting it into fresh wording, making important implicit matters explicit, clarifying ambiguity, drawing out important assumptions and implications.
  - b. Context. Taking your findings in this study into account, reflect on how the unit fits into the division and/or book.
  - c. Purpose. To whom is this unit addressed--with what problems, misunderstandings, weaknesses, etc. in mind?

### LESSON III. GENESIS 11:27-25:11

SEPTEMBER 27

If possible, continue your group work on this lesson. Remember the suggestions at the beginning of the lessons.

1. Quickly and briefly note the emphases of chapters 4-11 and their main ties to what precedes and follows? DO NOT invest major time here.
  2. Study this book division (11:27-25:11), adapting Lesson II to a unit of this size (e.g., title segments and major units but not paragraphs).
  3. If possible from your structural insights, include the promise-covenant motif or the characteristics of Abraham and his relationship to God among the matters analyzed.
  4. Synthesis. Follow Lesson II synthesis suggestions or respond to this question. How does the Abraham narrative illuminate the covenant solution to the problem of sin and judgment set forth in Genesis 1-11?
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**GROUP TWO: LESSONS IV - VII (25%)**  
**DUE: OCTOBER 24**

NOTE: DO *EITHER* LESSON IV OR IV-A.

LESSON IV. GENESIS 25:12-36:43.

OCTOBER 4

1. Study this division of the book, adapting Lesson II to a unit of this size.
2. Among these inquiries, note the change of Jacob's name in chapter 32. Reflect on the specific ways in which the events in the preceding chapters contribute to an understanding of the wrestling incident. How do the events of the succeeding chapters flow from it?
3. Synthesis. Review the promise and the covenant motifs in this division: the main emphases, their relation to the preceding chapters.

**OR** LESSON IV-A. GENESIS 37-50.

OCTOBER 4

1. Study this division of the book, adapting Lesson II to a unit of this size (e.g., do not name paragraphs).
2. Include study of the passages in this division which disclose the activity and purposes of God in the events. What is affirmed or assumed about God?
3. Synthesis. Study the references here to covenant and promise. Indicate the main emphases and their relation to preceding materials.

LESSON V. SURVEY OF THE BOOK OF EXODUS

OCTOBER 11

1. Title the chapters/segments. Discern the general nature of the work also (BSTW 27-31; MBS 53-59).
2. Locate and title the main units and sub-units in the book and identify a **few, major structural relationships** operative between these and in the book as a whole (BSTW, 32-43; MBS 38-66). Briefly describe the specific materials involved in each structure. Give references.
3. Ask a brief, coherent set of **interpretive questions** regarding each major structural relationship observed (Appendix III) and record them with each major set of structural observations (BSTW, 44-49).
4. On the basis of your structural observations, identify the **strategic areas** which provide insight into the book as a whole. Give reasons for each selection in terms of structural significance. It may be helpful also to state these with each law (Appendix I#13).
5. Identify **literary forms** of book-level significance.
6. Observe the **atmosphere** of the book.
7. Note data bearing on such **critical questions** as author, place, date of writing, history of composition, recipients, etc. **Approach these questions inductively** from the book itself, not from introductory remarks in your study Bible or from other secondary sources. You will have plenty of time to consult these sources during the course of further study.
8. Note other **major impressions and questions** relating to the book as a whole.
9. Present your major findings (content, structure, strategic passages, etc.) on a book chart. You may need a legal size sheet for books of this size.



NOTE: DO *EITHER* LESSON VI OR VI-A

LESSON VI. EXODUS 1:1-6:9

OCTOBER 18

1. Study this section of the book, adapting Lesson II to a unit of this size (e.g., do not name paragraphs). Go back and review those instructions. Note connections to Genesis.
2. If possible, include in your study a focus on 3:1-4:17. What is the significance of the burning bush event in its larger context? Plot the flow of the conversation between God and Moses, making observations about it and drawing inferences regarding the significance of the passage.

**OR** LESSON VI-A. EXODUS 6:28 - 15:21

OCTOBER 18

1. Study this section of the book, adapting Lesson II to a unit of this size (e.g., do not name paragraphs).
2. Include a study of the verb "know" in this division (and the book). How do your findings illuminate the purpose of the plagues and the relationship of the plagues to chs. 1-6?
- OR 3. Study the reactions of the Israelites in 6:9 and 14:31-15:1, accounting for the differences and relating your conclusions to the theology of the song in Exodus 15?
4. Synthesis. Summarize the purpose of the deliverance in view of your study.

NOTE: DO *EITHER* LESSON VII OR VII-A

LESSON VII. EXODUS 19-24

OCTOBER 25

1. Study this section of the book, adapting Lesson II to a unit of this size (e.g., do not name paragraphs).
2. Include in your study a detailed interpretation of 19:5-6, relying primarily, if not entirely, on inferences you can make from a detailed examination of the passage itself and a study of its context. Relate your findings to other references to the motivation for keeping the commands.
3. In what sense are the Ten Commandments as a whole a logical outgrowth of what precedes, especially in chapters 19 and 20.
4. Select a main truth (or a cluster of related truths) from your findings. Evaluate it, in anticipation of application (BSTW, 65-94; MBS, 201-220).
5. Remember that evaluation goes beyond citation of Scripture to the drawing of *evaluative* inferences.

**OR** LESSON VIII-A. EXODUS 32:1-35:3

OCTOBER 25

1. Study this division of the book, adapting Lesson II to a unit of this size (e.g., do not name paragraphs).
  2. Include attention to chapters 32-35:3 and the unit's contrast with its context as a clue to the purpose of this sub-unit.
  3. Book synthesis. Summarize the main facts stressed regarding "the way out" in the book of Exodus as a whole and reflect on the sense in which Exodus 40:16-38 serves as a climax of the book's development.
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**GROUP THREE: LESSONS VIII - XI (30%)**  
**DUE: NOVEMBER 29**

LESSON VIII. SURVEY OF THE BOOK OF LEVITICUS

NOVEMBER 01

Apply Lesson VI to this book.

NOTE: DO EITHER LESSON IX OR IX-A.

LESSON IX. LEVITICUS 1-7

NOVEMBER 08

1. Study this section of the book, adapting Lesson II to a unit of this size (e.g., do not name paragraphs). Remember the "What is involved in...?" question.
2. In the course of this study, make certain you study the various offerings, comparing and contrasting them. For example, trace the main steps in each offering, putting yourself in the place of the worshipper. On the basis of such empathy, indicate the possible purpose of each step.
3. What do these offerings teach about God (theology), humanity (anthropology), sin (hamartiology), redemption (soteriology)?
4. Select a main truth (or cluster of related truths) from your findings. Evaluate it, in anticipation of application.
5. Remember that evaluation goes beyond citation of Scripture to the drawing of *evaluative* inferences.

**OR** LESSON IX-A. LEVITICUS 23-27

NOVEMBER 08

Apply Lesson II to these units.

LESSON X. SURVEY OF THE BOOK OF NUMBERS

NOVEMBER 15

Apply Lesson VI to this book.

LESSON XI. SURVEY OF THE BOOK OF DEUTERONOMY

NOVEMBER 29

Apply Lesson VI to this book.

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**GROUP FOUR: LESSONS XII - XIII (30%)**  
**DUE: DECEMBER 13**

LESSON XII. DEUTERONOMY 5-11

DECEMBER 06

1. Study this section of the book, adapting Lesson II to a unit of this size.
2. Study the uses of the words "fear" and "love" in this book. Cf. your results with studies in a work like Harris' or Botterweck's (Bibliography D). Why are these concepts related to the obedience of God's law?
3. Select a main truth from your findings. Evaluate it, in anticipation of application. Remember that evaluation goes beyond citation of Scripture to the drawing of *evaluative* inferences.
4. Apply the truth.

LESSON XIII. SYNTHESIS AND "FINAL" LESSON: DEUTERONOMY 27-30, 31-  
34 DEC 13, MONDAY, 1 - 3 PM

• NOTICE:  
EXCEPT BY PRIOR ARRANGEMENT THIS LESSON WILL BE ACCEPTED ONLY FROM  
PERSONS ATTENDING THE FINAL SESSION AND ONLY AT THE END OF THAT  
SESSION.

1. Study these sections of the book, adapting Lesson II to units of this size. Go back and review those suggestions. Remember to include biblical references. Give primary attention to chs. 27-30.
2. Interpret 30:15-20 in some detail and relate significant features of this paragraph to the larger context of Deuteronomy and the Pentateuch as a whole.
3. Select a main truth from your findings in the study of 30:15-20 in context. Evaluate it. Remember that evaluation goes beyond citation of Scripture to the drawing of *evaluative* inferences.
4. Apply that truth.

This lesson is due at the beginning of class and serves as our "final." We will be engaged for the full two hours on this and other important integrative matters. Plan now to attend.

DECEMBER 17 (F) ALL WORK DUE

- LESSON XV DUE AT CLASS TIME MONDAY
- ALL OTHER WORK, INCLUDING EXTRA CREDIT WORK (SEE III.C) DUE BY 5:00 PM., FRIDAY, DECEMBER 17.

**VI. SELECT BIBLIOGRAPHY**

See Section I below for extended bibliographies

**A. METHODOLOGY** (Including popular presentations<sup>P</sup>)

Alter, Robert A. The Art of Biblical Narrative. Basic Books, 1981.

\_\_\_\_\_. The Art of Biblical Poetry. Basic Books, 1985.

Blair, Edward P. The Bible and You. Abingdon-Cokesbury, 1953.

Cotterell, Peter and Max Turner. Linguistics and Biblical Interpretation. Downers Grove: InterVarsity, 1989.

Eberhardt, Charles R. The Bible in the Making of Ministers. Association Press, 1949.

Hayes, John H. and Carl R. Holladay. Biblical Exegesis: A Beginner's Handbook. revised edition. John Knox, 1987.

Jensen, Irving L. Independent Bible Study. Moody Press, 1963.<sup>P</sup>

Job, John B. How to Study the Bible. Intervarsity Press, 1973.<sup>P</sup>

Kaiser, Otto and Werner G. Kümmel. Exegetical Method: A Student's Handbook. Trans. E. V. N. Goetchius. Seabury, 1963.

Kaiser, Walter C., Jr. Toward An Exegetical Theology. Baker, 1981.

Kuist, Howard T. These Words Upon Thy Heart. John Knox, 1947.

- Lincoln, William C. Personal Bible Study. Bethany Fellowship, 1975.P
- Longman, Tremper III. Literary Approaches to Biblical Interpretation. vol. 3 of Foundations of Contemporary Interpretation. Grand Rapids: Zondervan, 1987.
- Miller, Donald G. The Way to Biblical Preaching. Abingdon, 1957.
- Powell, Mark Allan. What Is Narrative Criticism? Guides to Biblical Scholarship, New Testament Series. Minneapolis: Fortress, 1990.
- Silva, Moisés. Has The Church Misread the Bible? The History of Interpretation in Light of Current Issues. Vol. 1 of Foundations of Contemporary Interpretation. Grand Rapids: Zondervan, 1987.
- Thompson, David L. Bible Study That Works. Revised edition. Nappanee, IN: Evangel Press, 1994.P
- Traina, Robert A. "Inductive Bible Study Reexamined in the Light of Contemporary Hermeneutics," Interpreting God's Word for Today. Ed. J. E. Massey and Wayne McCown. Warner, 1982.
- \_\_\_\_\_. Methodical Bible Study. 1952. Zondervan, 1982.

## **B. PENTATEUCH/HEXATEUCH STUDIES**

- Arnold, Bill T. and Bryan E. Beyer. Readings from the Ancient Near East. Baker, forthcoming.
- Brueggemann, Walter, and Hans Walter Wolff. The Vitality of Old Testament Traditions. Atlanta: John Knox, 1978.
- Childs, Brevard S. Introduction to the Old Testament As Scripture. Philadelphia: Fortress Press, 1979.
- Coats, George W. Moses: Heroic Man, Man of God. JSOT Supplement Series, no. 57. Sheffield: JSOT, 1988.
- Clines, David J. A. The Theme of the Pentateuch. Sheffield: JSOT, 1978.
- Hamilton, Victor P. Handbook on the Pentateuch: Genesis, Exodus, Leviticus, Numbers, Deuteronomy. Grand Rapids: Baker, 1982
- Harrison, Roland K. Introduction to the Old Testament. Eerdmans, 1969.
- Hostetter, Edwin C. Nations Mightier and More Numerous: The Biblical View of Palestine's Pre-Israelite Peoples. BIBEL Dissertation Series 3. Richmand Hills, TX: BIBAL Press, 1995.
- Keil, Carl Friedrich. Biblical Commentary on the Pentateuch. 3 vols. Reprint Edinburgh: T. & T. Clark, 1864-1865. Grand Rapids: Eerdmans, 1949.
- Livingston, Herbert G. The Pentateuch in Its Cultural Environment. 2nd ed. Grand Rapids: Baker, 1987.
- McCarthy, D. J. Old Testament Covenant: A Survey of Current Opinions. Growing Points in Theology. Atlanta: John Knox, 1972.
- McEvenue, Seán. Interpreting the Pentateuch. Old Testament Studies 4. Collegeville, MN: The Liturgical Press, 1990.
- Rendtorff, Rolf. The Old Testament: An Introduction. Philadelphia: Fortress, 1991.
- Sailhamer, John H. The Pentateuch as Narrative: A Biblicalo-Theological Commentary. Zondervan, 1992.
- von Rad, Gerhard. The Problem of the Hexateuch and other Essays. London: SCM, 1966.

Walton, John H. Ancient Israelite Literature in Its Cultural Context: A Survey of Parallels Between Biblical and Ancient Near Eastern Texts. Zondervan, 1990.

Whybray, R. N. The Making of the Pentateuch: A Methodological Study. JSOT Supplement 53. Sheffield, England: Sheffield Academic Press, 1987.

### C. INDIVIDUAL BOOKS

For individual books, see Biblical Resources for Ministry (Bibliography F below).  
Arnold, Bill T. Encountering the Book of Genesis. Baker, 1999.

### D. WORD STUDY RESOURCES

#### Concordances and Indexes

† Alsop, John., ed. An Index to the Revised Bauer-Arndt-Gingrich Greek Lexicon. Zondervan, 1979. Ref PA 881 .R38 1979

† Brown, Francis. The New Brown - Driver - Briggs - Gesenius Hebrew and English Lexicon. Hendrickson, 1979. [This work is keyed to Strong's concordance.]

† Einspahr, Bruce, ed. Index to Brown, Driver, and Briggs Hebrew Lexicon. Chicago, 1976. Ref. PJ 4833 .G41 1962

Goodrick, Edward W. and John R. Kohlenberger III (eds.). The NIV Exhaustive Concordance. Zondervan, 1990. Ref. BS425 .G62 1990

Robinson, Maurice A., compiler. Indexes to All Editions of Brown-Driver-Briggs Hebrew Lexicon and Thayer's Greek Lexicon. Baker, 1981. Ref PJ 4833 .B681 1981

Silva, Moisés. Biblical Words & their Meaning: An Introduction to Lexical Semantics. Academie Books, 1983.

† Strong, James. Exhaustive Concordance of the Bible. Repr. Abingdon, 1973. Ref BS 425 .S8

Thomas, Robert L. New American Standard Exhaustive Concordance of the Bible. Holman Bible Publishers, 1981. Ref. BS425 .N385.

† Wigram, George V. The Englishman's Greek Concordance and Lexicon of the New Testament. Hendrickson, 1995. Keyed to Strong's, the Bauer-Arndt-Gingrich Greek Lexicon, Thayer's Greek-English Lexicon, and TDNT.

† Wigram, George V. The Englishman's Hebrew Concordance of the Old Testament. Hendrickson, 1995. Keyed to Strong's and Brown-Driver-Briggs Lexicon.

† Young, Robert. Analytical Concordance of the Bible. Revised edition. Reprint. Thomas Nelson, 1982. Ref. BS425 .Y7 1982.

#### Wordbooks and other Resources

Allmen, J. J. von. Vocabulary of the Bible. Lutterworth, 1958. Ref BS 440 .A473

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† Particularly helpful for students without competence in biblical languages

- Barclay, William. New Testament Words. S.C.M., 1964.
- Botterweck, G. J. and H. Ringgren, eds. Theological Dictionary of the Old Testament. vols 1-6 available. Eerdmans, 1974. Ref BS 440 .B5713
- †Brown, Colin, ed. New International Dictionary of New Testament Theology. 3 vols. Zondervan, 1975-78. Ref BS 2397 .N48. See indexes for entry to OT use.
- Brown, Francis, S. R. Driver and Charles A. Briggs, The Brown-Driver-Briggs Hebrew-English Lexicon. Hendrickson. Keyed to Strong's numbers.
- †The Complete Word Study Old Testament, King James Version. Chattanooga: AMG Publishers, 1994. [Keyed to Strong's Concordance]
- Girdlestone, Robert. Synonyms of the Old Testament. Reprint. Eerdmans, n.d.
- †Harris, R. Laird, ed. Theological Wordbook of the Old Testament. 2 vols. Moody, 1980. Ref BS 440 .T49. [Keyed to Strong's Concordance]
- Jennie Ernst, ed. Theologisches Handwörterbuch zum Alten Testament. 2 bd. Chr. Kaiser Verlag, 1971. Ref BS 440 .J43
- Kittel, Gerhard, ed. Theological Dictionary of the New Testament. 10 vols. Eerdmans, 1958. Ref PA 881 .K513. See text index, Heb and English word index for entry to OT sections.
- Trench, Richard. Synonyms of the New Testament. 1880. Reprint. Eerdmans, 1953. BS2385 .T7 1953
- †Owens, John Joseph. Analytical Key to the Old Testament. 4 vols. Baker, 1990. Ref PJ 4731 .B53 O94 1989
- Turner, Nigel. Christian Words. Attic Press, 1980. Ref PA 881 .T87 1980
- Van Gemeren, Willem. New International Dictionary of Old Testament Theology and Exegesis. Zondervan, 1997.
- Vincent, Marvin R. Word Studies in the New Testament. 4 vols. Scribners, 1900. Ref BS 2385 .V5
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## **E. OLD TESTAMENT THEOLOGY**

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